

“Linguistic Knowledge for Teachers – Part I”

CTGE 5534

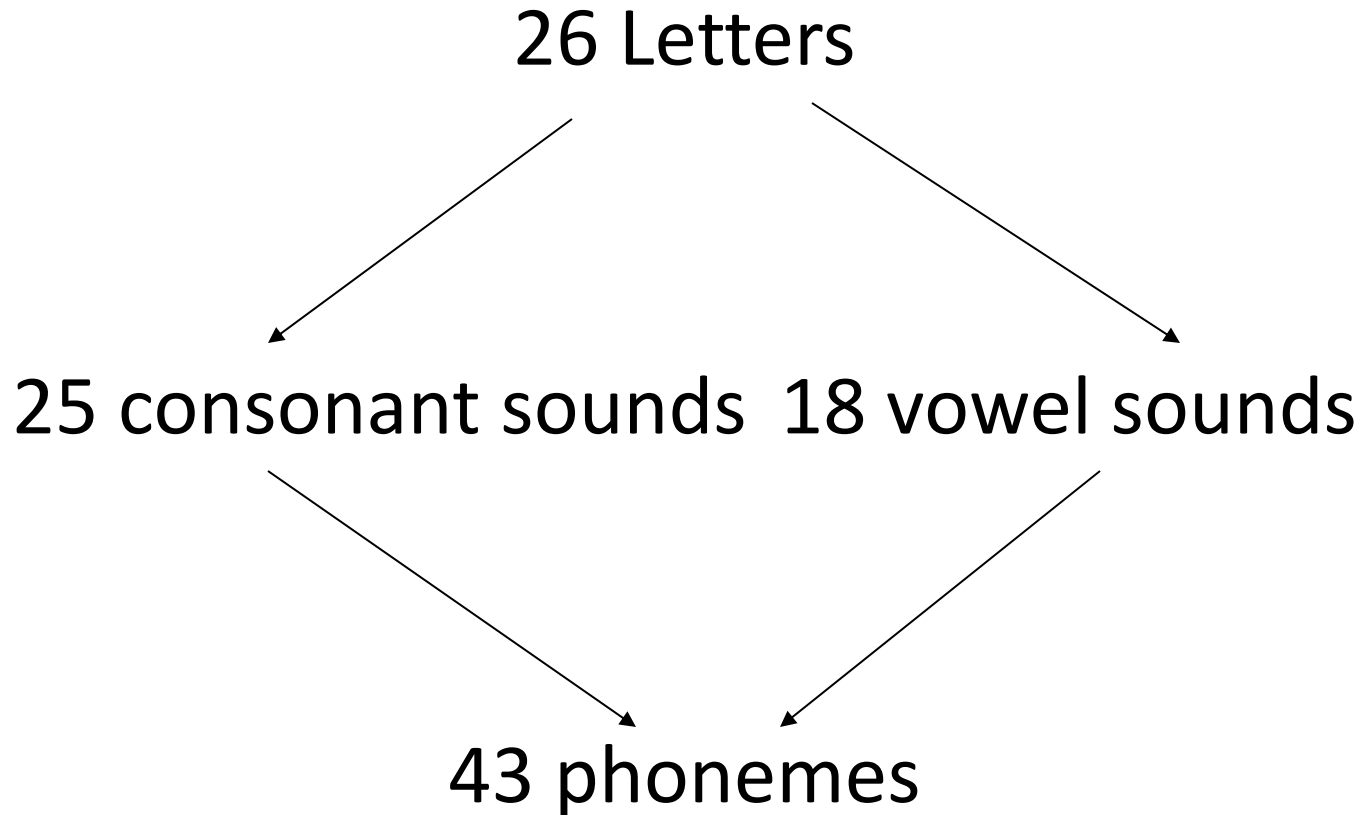
Beginning Reading and Writing
in Inclusive Classrooms

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Linguistic Knowledge for Teachers

- From the Moats reading...
- “It is beneficial to teach children about language structure. Teaching about language can be engaging , active, and well informed. Knowing about phonemes, syllables, morphemes, and the spelling system enables children to read words accurately and quickly. Knowing how the spelling system works enables children to learn more words and to write more fluently. But if we teach children this content, it means that we, the educators, must know it well. Just as a physician must study anatomy to understand physical functioning, so must we know the linguistic structure that supports communication” (p. 15).

A Brief Overview of Linguistics

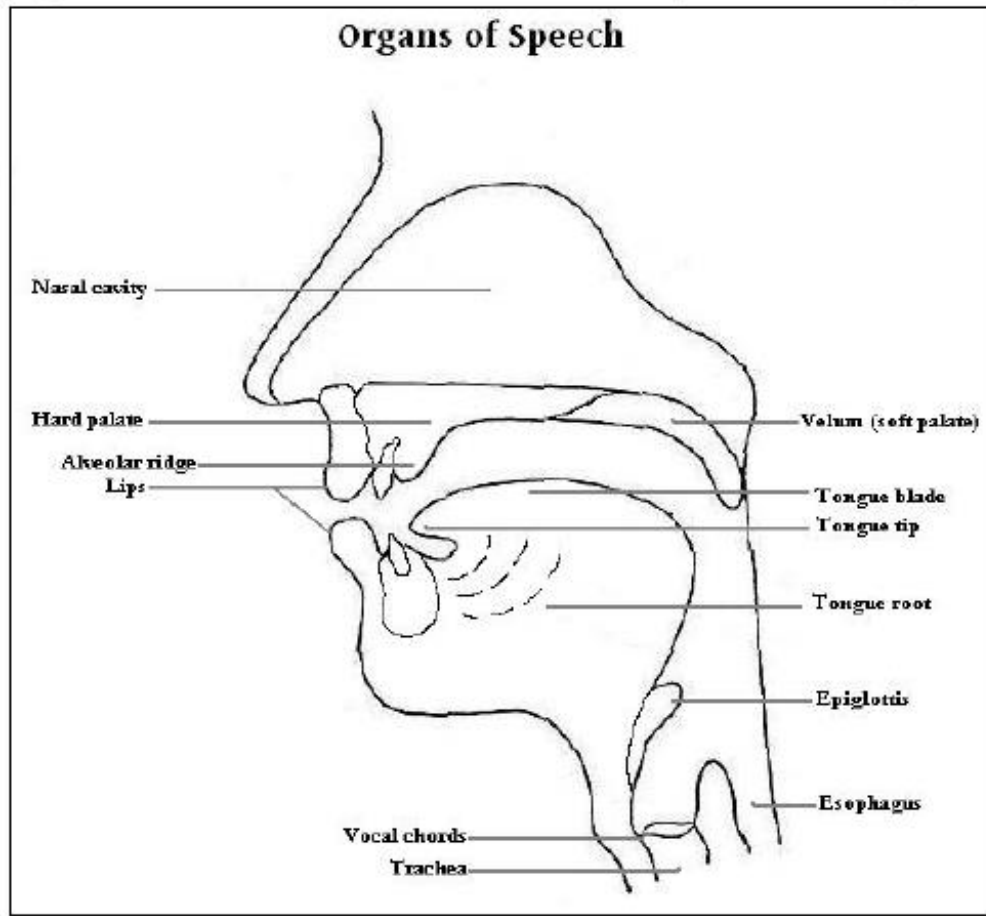


What Is a Phoneme?

"A speech sound that combines with others in a language system to make words" (Moats, 2000, p. 233).

How Is a Speech Sound Produced?

Speech production is caused by exhaling air...



How Air Travels

1. Inhale and lower diaphragm
2. Raise diaphragm and exhale
3. Air passes through vocal cords
4. Air enters mouth (nasal cavity)
5. Tongue, palate, teeth, and lips interact with airflow to produce speech sounds

Types of Phonemes

- Consonant: "A phoneme that is not a vowel and is formed with obstruction of the flow of air with the teeth, lips, or tongue; also called a *closed sound* in some instructional programs; English has 40 or more consonants" (Moats, 2000, p. 231).
- Simple Consonants: b, d, f, j, k, l, m, n, p, r, t, v, z
- Difficult Consonants: c, g, h, q, s, w, x, y
- Watch and Learn – Do you know your consonants?
- Video Clip:
<http://www.readingrockets.org/podcasts/phonics>
- To be continued...